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## THE UNIVERSITY AND THE SCHOOLS.

Speech-days at the schools claim more than a passing reference. Those immediately concerned—masters, scholars, and parents—take an interest in them because they are occasions of triumph and mark the results of the year's studies. To those of the public who look upon the progress of education as the safest index to the intellectual progress of the country, the means afforded by the speech-days of seeing what is being done lends to those days a special value. It is a matter for congratulation that so deep and generally intelligent an interest is taken in our school system. It means everything to us that the rising generation should grow up wiser than their fathers. They have greater opportunities. The State has established an admirable system of education in primary subjects, and private institutions exist to meet higher wants. Above both is the University, and it is very much to the interests of the community to ascertain how far these three grades of education are useful, the one to the others.

The Advanced School for Girls cannot fairly be considered as a branch of the State system of primary education. As its name implies, it aims higher. In fact the complaint so often made in the past that this school is an interference with private enterprise is logically unanswerable. Dr. Cockburn in his remarks inverted the natural order of things in representing it as being greatly to the credit of the school that it had held its own against private competition. It is a serious handicap to private effort that there should exist an academy under direct State patronage which contests with them the ground they are occupying. That the processes of education in the school are being successfully carried on cannot be doubted. The correctness of this view is not in any way contradicted by the results of the recent matriculation exami-

nation. Mr. Hartley, in the interesting speech which he delivered yesterday, fully explained the comparatively low places gained by girls, all of whom took advantage of the permission given to substitute in the compulsory subjects French for Latin. The first result of this was that they had to be content with three-fourths of the total of marks allowed for Latin. In the optional subjects, though a boy who had passed the compulsory examination in Latin might take the same language up for honours, a girl who had passed in French is debarred from selecting it as one of her optional subjects. The maximum of marks attainable is 1,900 for a boy, and only 1,200 for a girl. This state of things shows that the University in granting what is meant for a concession to girls has either gone too far or

not gone far enough. If the authorities wish to encourage the higher education of women they should give boys and girls an equal chance for high places. If, further, they wish to encourage the substitution of modern for ancient languages, they should not handicap the former. A definite principle should be established with regard to the official estimate of ancient and modern languages as educational factors. If the University look upon Latin as the best educational agent they are quite right in encouraging its study, and are not justified in allowing another to be substituted for it. A University, if it is to be the

supreme authority on matters of education, must not allow itself to be swayed by popular sentiment. The rulers of it simply say to the public, "We believe that Latin is the best educational agent of all languages; if you want to gain the honours and prizes we have to bestow and to take advantage of the higher education you must learn Latin." With such a plain statement of the case as this the public would have to be content, and the result would be that Latin would be learned. And we fail to see how this would militate against the chances of girls to gain high honours. Latin would be a branch of their studies just as it is a branch of boys' studies, and the mental capacities of girls are fully equal to the study. But if the University says, "We do not require you to know Latin; all we want is that you know some other language than English," they, in abdicating the position followed from time immemorial, make it incumbent upon themselves to value proficiency in all languages at the same rate. There can, logically, be no half-measures. There are two plain courses open to the University—either to proclaim the equal value of ancient and modern languages as educational factors, or, with the older Universities, to proclaim the greater advantage of Latin. In either case there can be no misunderstanding, though there are bound to be objections. And in the same way girls should either be given an equal chance with boys or their candidature should be discouraged. That the present system is unsatisfactory is plain from the numerous complaints which have been made public, as well as from the weighty remarks made yesterday by Mr. Hartley. We have his assurance that the matter will be enquired into, and as he is a member of the Council of the University, we may hope with him that it will be adjusted. When such an enquiry is held, it should be considered whether French may be substituted for Latin, not only at the matriculation but also in the course for Arts. At present a girl may not take up Latin on entrance, but, if she wants to graduate, she must

pass in both Latin and Greek in the very first year. This means that she has to begin her study of these languages after matriculation. If, instead of Mr. Hartley trying to make the University conform to the standard of the Advanced School, he were to raise that standard, he would come very near to adjusting the difficulty. Girls can learn Latin just as well as boys — perhaps better. For the rest, we may congratulate the school upon its success. There is, of course, every reason why it should be successful. The pupils enjoy the advantage of being taught by the pick of the State school teachers, and by specialists in the various branches of learning. Dr. Cockburn's analysis of the modes of the male and female minds is very interesting, and we are quite at one with him in thinking "that knowledge generally had lost much in the past from the exclusion from our academical walks of that sex which possessed in the most marked degree the intuitional method" of learning.

The only subject of extraordinary interest which has as yet come up for treatment at other speech-days is the question as to whether or not matriculated students are justified in again presenting themselves for the matriculation examination. Three of the boys who